

THE 4 KEY DRIVERS OF THE DOWSON CURRICULUM

Learners for Life

Developing and encouraging skills and attributes such as:

- A Life-long love of learning
- Ambition and Aspiration
- Motivation, drive and desire to learn – a thirst for knowledge.
- A positive mental attitude
- A growth mind-set
- Embracing challenge, struggle and failure – not afraid to have a go!
- Resilience
- Perseverance and determination
- Adaptability
- Risk taking and self-challenge
- Knowing how to learn
- Independence
- Understand own strengths and know how to use them
- Confidence in own ability but know when to ask for help.
- Learning from mistakes
- Open mindedness and willingness to try new things and experiences
- To be able to follow their dreams
- A sense of achievement from effort and learning trait demonstration rather than outcome and success driven.

Basic Skills for Life

Developing a high standard of the key skills in:

- Reading competence – decoding and comprehension.
- Writing – handwriting, spelling, punctuation, grammar and overall writing composition.
- Mathematics – number and its wide reaching use and application in many contexts.
- Use and understanding of money for economic well-being, financial competence and debt awareness.
- Communication skills: speaking articulately and with accuracy; listening and accepting different viewpoints; being able to express an opinion and viewpoint or present an argument effectively.
- ICT skills / IT literacy and understanding e-safety
- Problem solving, decision making, critical thinking skills
- To question and to do this appropriately; to ask questions and know how to find an answer – including research skills
- High standards in the presentation of work - take pride in their work.
- High standards in the presentation of themselves (correct and smart uniform) – ‘Look Smart, Think Smart!’ / positive outlook on life and school

Other key subject-specific skills such as for example:

- Thinking scientifically and designing fair tests controlling variables;
- Historical skills - using sources, understanding bias;
- Geographical skills – reading maps, using aerial pictures;

Spiritual, Moral, Social and Cultural

Developing and encouraging skills and attributes such as:

- Respect - for self and others
- Good behaviour/manners
- Knowing and understanding right from wrong
- Ability to work as a team collaboratively / co-operate
- Morales and empathy
- Understanding of self and others / awareness of others and others' needs
- Social skills and socially appropriate reactions / responses
- Knowledge of socio-economic factors
- Being a good friend and holding positive relationships with peers
- Caring and sharing / kindness
- Understanding of citizenship, being a member of society and the community
- Feel safe and practice good personal safety, including knowing what to do if feeling unsafe.
- Knowledge about how to be healthy in body and mind
- Sexual awareness and understanding of different family types.
- Self-care / self-esteem / self-belief / acceptance of self
- Acceptance and tolerance of diversities; awareness of other cultures and religions
- Be creative and express themselves in many different ways – for example through appreciation or use of art / music or dance

My Place and Part in the World

Developing knowledge, skill and understanding in:

- Knowledge about the wider world around them / where we are in the world.
- The geographical make-up of the country, the United Kingdom and the countries and continents of the wider world.
- Understanding of Fundamental British Values
- Understanding of how the country is run
- Knowledge of the Major World Religions
- Where things come from – food / clothes
- Appreciation of countryside and nature – awe inspiring
- Know basics about how systems of the world work e.g. trade, economy – including the history of these.
- Local knowledge – cultural, geographical and historical
- Know their personal information - where they live / come from – and heritage.
- Recognise the similarities and differences between their own lives and others around the world or from historical times.
- Understand the implication of their actions and behaviours on the planet and affect change in their actions as a result.
- Grow plants and vegetables and understand sustainability.
- Take ownership in ensuring the environment in school and the local area is taken care of.
- Have awareness of major world news and events.
- Be charitable to causes which they feel affected by or empathy for